SET SIX

6.1. a) Fill in the blanks with who (whose, whom), which, that, what, where, when if necessary:

"Isn't this the man …1… name I forgot …2… set up an organisation the name of …3… I don't remember either, but …4…, for …5… I could grasp, was meant to analyse the role of probability in business?"

"Yes. It's he …6… my boss invited last week at the top conference …7… our firm organises yearly, …8… he spoke about the way in …9… the concept of probability may be applied to managerial decisions. He said department store buyer orders heavily in a new style believed likely, to sell well. And that a company launches a new product …10… the chances of success seem high enough to outweigh the possible losses due to failure."

"I see. But all …11… he said is common place."

"I'm afraid you're wrong. Or you mean you already knew …12… he said about random variables and probability distribution?"

(12 points)

b) Fill in the blanks with connecting words selected from those given in the box:

and, finally, thus, but, however, for instance, as, this is why, with a view to, so … that, therefore, as a matter of fact, this way, such as.

I. The concept of probability is a pivotal factor in most significant decisions. …1…, alternative locations for a new plant may be compared in terms of probability, which can also be viewed as a random variable having a probability distribution. …2… probability came to be a necessary part of statistical inference.

II. Logic has some automatic rules, which keep the process rationalization moving by itself, …1… sparing the memorizing effort. …2… logical algorithms seem to have been in use since man began to value the aggregate knowledge of all individuals in a community.

…3… knowledge has always been stored. …4… there came a time when the amount of information – facts described – became …5… large …6… memorization was no longer possible. …7…, …8… knowledge continued to expand the problem of a new way of filing it arose. …9… they fell upon the idea of taxonomic* filing. …10…, this, in turn, required a readily applicable criterion, such as the chronological order for filing historical facts. …11… the search went on,

*taxonomy = principle of classification.

…12… find a universal principle of classification. …13… this was found through inquirinq into the nature of notions and their relationships. It's …14… that logic came into being.

(Adapted from N. Georgescu-Roegen, *Principles of Economics*)

(16 points)

6.2. Fill in the gaps with the appropriate noun:

The fundamental …1… of scientific …2… and an essential one of everyday …3… is that of learning from …4… Indeed, …5… is obtained partly from the were …6… of what has already been observed, and partly by making …7… from past …8… with a view to predict future …9… The latter called generalisation or …10… – is considered most important because it helps us choose the simplest or the most probable …11…, that …12… which is the most likely to occur.

(12 points)

6.2. Rearrange the statements below to make up a meaningful text:

a) and those economic variables that are a given policy maker's decision criteria

b) to predict the effects of given policy change

c) how some specific changes (or absence of changes) will affect economic variables

d) so far, the economist's main observations have been historical data

e) he cannot set up a laboratory experiment to study

f) of particular interest are those changes of environment that are deliberate and are called policies

g) the economist is asked to predict

h) the behavioral responses of each group to changes that would simulate the actions of other groups or changes in the common environment

i) the economist can seldom rely on experiments

(6 points)

6.4. Fill in the blanks with articles where necessary:

…1… science was …2… genesis and evolution in …3… sense in which these terms are used in …4… biology …5… more we ponder how it has radically changed over …6… last three or four centuries, …7… more obvious it became that …8… science is …9… living organism. From that we can infer …10…, first reason why …11… science came to be was …12… instinct of …13… exploring …14… environment, …15… instinct …16… man shares with all …17… animals.

Here and there …18… people came to realise, …19… first, that …20… knowledge gives …21… controlling power and makes …22… life easier; and, …23… second …24… learning what others already know is far …25… more economical than …26… acquiring this knowledge by one's own experience.

It is clear then that …27… science is …28… stored communal knowledge, i. e. …29… body of all …30… descriptive propositions available to any member in …31… community and believed to be true according to …32… criteria of …33… validity prevaing at …34… time of …35… reference.

As already suggested, …36… animal instinct of …37… learning – or …38… curiosity – did not suffice for …39… community to develop …40… science: …41… community had also to become conscious of …42… utility – or, better, …43… value – of …44… stored information. (adapted from N. Georgescu – Roegen, op. cit)

(22 points – 0.5 x 44)

6.5. a) Complete the following collocations by answering what commuters can do with:

1. …information
2. … factory inventories
3. … mail
4. … company payrolls
5. … airspeeds and altitudes
6. … (students') papers
7. … bank accounts
8. … records of aches and pains
9. … flights
10. … dividend checks
11. … (electric etc.) bills
12. … routes to take and available space
13. … sales trends and dividend checks
14. … weather

b) Now group the above activities using the headings below:

business .....
industry .....
travelling .....
weather forecast .....
medicine .....
education .....
post .....
research .....
everyday life .....

(2 points)

6.6. Fill in the gaps with the word and/or group of words so that the text should make sense:

The marvel of the machine age, the …1… has been in use only since …2… It can do simple computations.

…3…, and …4… with lightning …5… and perfect …6… Some computers can …7… 500,000 times faster …8…

Once it is given a "program" – that is …9… devised by …10… trained …11… – in a computer can …12… a wide range of …13… for …14…

Not only …15…; it can also store them and can pour them out …16… they …17…

Besides …18… and …19… information, …20… also …21… complicated problems that once …22… for men …23…

Not even computers can …24… the future, …25… the benefits of computers …26… more obvious everyday.

…27… they are taking over …28… that were once …29… brains, …30… are not replacing …31… – at least …32…

(16 points – 0.5 x 32)